

Pupil Premium Strategy

The Pupil Premium is grant funding and is in addition to the school's Delegated Budget. It is allocated to children from low-income families and children who have been looked after continuously for more than six months. Pupil Premium funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase pupil progress.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils that need it most.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for the school to decide how the Pupil Premium is spent. However, schools will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of the pupils covered by the Pupil Premium.

As a school we recognise that all our pupils bring with them specific needs which make every individual a unique case and we seek in all we do to recognise and celebrate that uniqueness.

We make every effort to ensure that disadvantaged pupils receive outstanding support and believe that our core business is to ensure our pupils make outstanding progress as a result of outstanding teaching.

In deciding how to spend the PPG in any year the school takes into account:

- 👑 the analysis and needs of individuals in respect of their holistic development;
- 👑 the wishes of the parents and carers;
- 👑 meeting the day-to-day needs of each learner within the context of the whole school, including interventions where there is clear evidence of impact;
- 👑 the deployment of a skilled workforce, so that the funding is not used to compensate for a deficit model;
- 👑 the expectations of the Governors in providing best value for the spending of public money.
- 👑 careful monitoring of impact of PPG on its recipients.

Pupil Premium Funding

The Pupil Premium allocation from 2013/14 is £18,825. This was spent on more ICT resources as we have significantly increased the number of iPads used throughout the school. Some of the allocation has also been spent on staffing to support sensory needs. We are confident this will enhance communication and ICT skills.

The Pupil Premium allocation from 2014/15 is £28,880. This was spent on improving access for pupils to computers and interactive whiteboards and on purchasing a second magic carpet and eye gaze technology.

The Pupil Premium allocation for 2015/16 is £23,245 and we used this to support both resources and staff training in literacy with the introduction of the 'Read Write Inc' scheme. We will also allocated funding to support our HLTA (higher level teaching assistant) with responsibility for language and literacy to support this initiative. This is a two year initiative and we predict it will impact on pupil achievement data by summer 2017.

The Pupil Premium allocation for 2016/17 is £28,523.98 and we are using this to continue to fund our HLTA for communication and literacy. We are also purchasing resources (including staff training) to support writing and mathematics across the school as these are key priorities that we have identified in our school improvement plan based on our achievement data and our commitment to improving pupil achievement in English and mathematics. We also aim to fund the staffing costs for a project to trial the introduction of an HLTA to support sensory needs across the school and to further develop resources in this area. This will promote progress for pupils with profound and multiple or complex learning needs such as autism.

Impact

Historically there has not been a significant gap in achievement for pupils on FSM (free school meals) or CLA children (children looked after) at QEII. We are proud of the achievement of all pupils at QEII School, including those who are eligible for Pupil Premium.

We regularly assess and analyse pupil progress. We use CASPA (Comparison and Analysis of Special Pupil Achievement), a database containing P level and National Curriculum level assessment data from participating schools and Local Authorities across the country, to determine whether our pupils are making better than expected progress, expected progress or less than expected progress within an academic year.

Year	2013 - 2014	2014 - 2015	2015 - 2016
Total Numbers on roll	82	84	86
Total Numbers on FSM	24	31	28
Total Number of CLA pupils	7	7	9

Achievement Data for Pupils eligible for Free School Meals (exc post 16)			
Year	Number of Pupils	% of pupils making expected progress	% of pupils exceeding expected progress
2012/2013	10	70%	30%
2013/2014	12	50%	50%
2014/2015	15	66.6%	33.3%
2015/2016	11	90%	10%

Achievement Data for Pupils eligible for Children Looked After (exc post 16)			
Year	Number of Pupils	% of pupils making expected progress	% of pupils exceeding expected progress
2012/2013	2	100%	
2013/2014	3	100%	
2014/2015	3	33.3%	66.6%
2015/2016	4	50%	50%

Sports Premium

The Sports Premium is allocated to primary aged pupils to improve the quality of the PE and Sports activities offered. Schools have the freedom to spend the Sports Premium, which is additional to the underlying schools budget, in a way they think will help to support the quality and attainment of PE and Sports activities and have a responsibility to report on their use and impact of the Sports Premium. At QEII School we have a number of checks and balances which ensure that the money is spent wisely and produces excellent outcomes which impact positively on the learning of the pupils. Data is analysed. Teachers are expected to understand the needs of their pupils and identify what interventions are required. The PE coordinator has the responsibility for monitoring the impact.

In deciding how to spend the Sports Premium in any year the school has takes into account:

- 👑 the analysis and needs of the cohort of Primary aged pupils.
- 👑 meeting the day-to-day needs of each learner within the context of the whole school, including offering a breadth of sporting activities where there is clear evidence of impact;
- 👑 the expectations of the Governors in providing best value for the spending of public money.
- 👑 careful monitoring of impact of Sports Premium on its recipients.

Sports Premium Funding

The Sports Premium allocation from 2013/14 was £8,082. This was spent on HLTA (higher level teaching assistant) staffing to support Sports activities with particular emphasis on rebound therapy. We are confident this will enhance not only the physical skills of pupils but wider skills that support general achievement such as developing sensory awareness, attention and recall skills. The sessions also focus on basic numeracy and literacy through the delivery of songs and sensory stories on the trampoline.

The Sports Premium allocation from 2014/15 was £7,958. We have continued to use the funding to support rebound therapy in particular as this has proved an effective way of promoting all round achievement for pupils.

The Sports Premium allocation for 2015/16 was £8,132. We have continued to use the funding to support rebound therapy in particular as this has proved an effective

way of promoting all round achievement for pupils. In addition this year we will be hosting our first special schools rebound therapy competition.

The Sports Premium allocation for 2016/17 is £8,120. We are using this funding to contribute to the cost of our employing our HLTA for physical development. The post holder is responsible for supporting physical education and physiotherapy across the school. Our focus for the coming year is on introducing yoga techniques to support the physical development of our PMLD pupils and to extend opportunities for all pupils to participate in rebound therapy competitions.

Impact

The school has rigorous measures in place to track the progress of the Sports Premium pupils:

- 👑 The PE coordinator is expected to challenge any underachievement and put into place any interventions necessary to rectify the situation.
- 👑 The PE coordinator has overall responsibility for monitoring the impact of Sports Premium and works closely with staff and heads of department to ensure appropriate measures are in place.
- 👑 Governors are given termly updates on the effectiveness and impact of measures that are in place. Looking at the Impact

We regularly assess and analyse pupil progress. We use CASPA (Comparison and Analysis of Special Pupil Achievement), a database containing P level and National Curriculum level assessment data from participating schools and Local Authorities across the country, to determine whether our pupils are making better than expected progress, expected progress or less than expected progress within an academic year.

Achievement Data for Primary aged Pupils – Physical Development				
Year	Number of Pupils	% of pupils not making expected progress	% of pupils making expected progress	% of pupils exceeding expected progress
2012/2013	19	26.5%	42%	31.5%
2013/2014	20	10%	75%	15%
2014/2015	21	14%	67%	19%
2015/2016	20	25%	55%	20%

Achievement Data for Primary aged Pupils – Overall Development				
Year	Number of Pupils	% of pupils not making expected progress	% of pupils making expected progress	% of pupils exceeding expected progress
2012/2013	20		85%	15%
2013/2014	20	10%	60%	30%
2014/2015	22		77%	23%
2015/2016	20		80%	20%

Literacy and Numeracy Catch Up Funding 2015

The Department for Education (DfE) provided additional funding for all students in Year 7 from 2012 onwards, who achieved below their age related expectations at the end of KS2. This additional funding is to be used by schools to provide literacy and numeracy catch-up support for Year 7 students. It is designed to help students catch up as quickly as possible.

Number of Pupils and Catch-up Funding Received

Total number of pupils eligible: 5

Total amount of Catch-up Funding received: £2500

The Literacy and Numeracy funding was allocated to improve the Literacy and Numeracy resources for pupils to access during lesson times.

Outcomes for Literacy and Numeracy Catch-up spending 2015/2016

Pupils have full access to a range of appropriate Literacy and Numeracy resources.

Achievement Data for Year 7 Pupils Summer 2016				
Year	Number of Pupils	% of pupils not making expected progress	% of pupils making expected progress	% of pupils exceeding expected progress
Reading	4		75%	25%
Writing	4		75%	25%
Number	4		75%	25%